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ABSTRACT

A preschool program for 14 handicapped children in Ouachita Parish, Louisiana, is described and evaluation findings reported. Program objectives are listed for instructional, parent-family, staff development, and demonstration and dissemination components. Among findings were that mentally retarded children showed greater than anticipated improvement in self help, social, motor, language, and cognitive skills; that parents were realistic in describing their child's handicapping condition and learned ways to help their child's education at home; and that transportation was a recurring problem. Recommendations include an increase in child search activities. Sample forms are appended. (CL)

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Evaluation Report

for 1979-80

Ouachita Parish School System
Early Childhood Program for the Handicapped

by
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June 1980

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I. BACKGROUND INFORMATION

The educators in Ouachita Parish have long been concerned with providing the best possible educational programs for children in their schools. Because children who attend preschool programs are more successful in school than those who do not attend, the need for preschool programs has been recognized. The need is especially great for a planned, sequential program for preschool handicapped children. Assistance and encouragement from personnel of the Louisiana State Department of Education, Northeast Louisiana University, and other local agencies resulted in an application for a grant from the Bureau of Educationally Handicapped. The application was approved and a grant was awarded to begin, during the 1977-78 school year, a program for preschool handicapped children in Ouachita Parish. The program was continued during the 1978-79 and 1979-80 school years.

II. LOCALE

The Early Childhood Program for the Handicapped is located in Ouachita Parish, in Northeast Louisiana. The Twin Cities of Monroe and West Monroe form the hub of economic and cultural activity in Northeast Louisiana. In the early years, water transportation on the Ouachita River influenced development of the area.

Today Ouachita Parish is the headquarters of the Northeast quadrant of the State. It provides most of the services for thirteen or more parishes. Unusually well-placed transportation facilities have enabled the Parish and its Twin Cities to become a regional distribution point. Interstate Highway 20, U.S. Highway 165, U.S. 80, the expanding Monroe Municipal Airport, rail lines in all directions, and a prospective port give the Twin Cities their compelling advantage as a distribution center.

Until the twentieth century, the mainstay of the economy was the production of cotton, but the Twin Cities quickly became the trade and transportation center of the region. The discovery of natural gas in the Monroe gas field in 1916 was the most significant economic development of the century for Ouachita Parish. Monroe was transformed almost overnight into an industrial city.

The Monroe gas field was the missing link for many industries. Paper mills and other industrial users of wood products now had a plentiful fuel source as well as an available work force. In the years that followed, these industries and many more have located in the Monroe area changing the economy of the region from a primarily agricultural area into a modern, diversified industrial and trade city.

Ouachita Parish has a population of approximately 101,600 people. The racial composition of the population is about 30 percent black and 70 percent white.

The 1970 census shows that approximately 48 percent of the adults 25 years and over in Ouachita Parish had completed four years of high school.

In education, Ouachita Parish is unique in Louisiana since there are two public school districts within the parish. The Ouachita Parish System, largest of the two, operates largely outside of the city of Monroe. The system includes eighteen elementary schools, eight junior high schools, and five high schools. The total enrollment for 1976 was 19,581.

III. PROGRAM OBJECTIVES

Following is a statement of the major product outcome objectives proposed in the application. The objectives will be presented by component.

A. Instructional Component

Mentally Retarded

Objective 1: The participants in the model program will improve self-help skills as indicated by teacher ratings on the Portage Guide Checklist. It is expected that the mean postratings of the student will be 20% higher than their mean preratings.

Objective 2: The participants in the model program will improve their social skills as indicated by teacher ratings on the Pre-school and Kindergarten Performance Profile and Portage Guide Checklist. It is expected that the mean postratings of the students will be 15% higher than their mean preratings.

Objective 3: The participants in the model program will improve their motor skills as indicated by teacher ratings on the Portage Guide Checklist. It is expected that the mean postratings will be 20% higher than the preratings.

Objective 4: The participants in the model program will improve their school-readiness skills as indicated by teacher ratings on the language and cognitive scales of the Portage Guide Checklist. It is expected that the mean postratings will be 20% higher than the preratings.

Emotionally Distrubed

Objective 5: Participants in the model program will decrease the frequency of their maladaptive and disruptive behavior as indicated by teacher ratings on a Maladaptive Behavior Rating Scale. It is expected that the mean postratings will be at least 20 percent lower than the mean preratings.

Specific Learning Disabled

Objective 6: The participants in the model program will improve their school readiness skills as indicated by teacher ratings on the language and cognitive scales of the Portage Guide Checklist. It is expected that the mean postratings will be 25 percent higher than the preratings.

Objective 7: The participants in the model program will improve their social skills as indicated by teacher ratings on the Pre-school and Kindergarten Performance Profile and Portage Guide Checklist. It is expected that the mean postratings of the students will be 15% higher than their mean preratings.

Orthopedically Handicapped

Objective 8: The participants in the model program will improve their motor skills as indicated by teacher ratings on the motor scale of the Portage Guide Checklist. It is expected that the mean postratings of the students will be at least 15 percent higher than the preratings.

Objective 9: The participants in the model program will improve their school-readiness skills as indicated by teacher ratings on the language and cognitive scales of the Portage Guide Checklist. It is expected that the mean postratings will be 20 percent higher than the preratings.

Hearing Impaired

Objective 10: The participants in the model program will improve their school-readiness skills as indicated by teacher ratings on the language and cognitive scales of the Portage Guide Checklist. It is expected that the mean postratings will be 15 percent higher than the preratings.

Objective 11: The participants in the model program will improve their social skills as indicated by teacher ratings on the Pre-school and Kindergarten Performance Profile and Portage Guide Checklist. It is expected that the mean postratings of the students will be 15% higher than their mean preratings.

Visually Handicapped

Objective 12: The participants in the program will demonstrate a significant increase in independent orientation and mobility.

Objective 13: The participants in the program will improve their social skills.

Speech Handicapped

Objective 14: The participants in the program will increase their language development as indicated by the Peabody Picture Vocabulary Test and Picture Articulation Test. It is expected that the mean posttest scores of the students will be at least 15 percent higher than their mean pretest scores.

B. Parent-Family Component

Objective 1: The parents of children in the model program will demonstrate knowledge about the handicapping conditions of their child as indicated by their responses on a feedback questionnaire. It is expected that the majority of the parent responses will be consistent with diagnostic and evaluation information.

Objective 2: The parents of children in the model program will demonstrate ability to apply special education techniques for assisting their children at home. It is expected that 70 percent of the parents will receive a satisfactory rating on a demonstration rating scale.

Objective 3: The parents of children in the model program will display knowledge of referral sources that can provide services to their children. It is expected that on a feedback questionnaire, all parents will name one or more referral resources.

Objective 4: The parents of children in the model program will respond positively to the model preschool handicapped program activities. It is expected that:
a. 90 percent of the parents will attend or participate in at least one activity for parents,
b. at least 70 percent of the total responses on a feedback questionnaire will be in positive categories.

C. Staff Development Component

Objective 1: Through staff development activities, project personnel will be trained in techniques for working with preschool handicapped children. It is expected that 80% of the training objectives will be achieved.

D. Demonstration and Dissemination Component

Objective 1: The project staff will demonstrate ability to create an awareness of the Model Preschool Program for the handicapped, as indicated by the number of visitors to the program. It is expected that 25 requests for information will be received and 25 school personnel will make visits to the project site.

Objective 2: Throughout the year, the project staff will maintain cooperative working arrangements with various local and regional agencies. It is expected that the Project Director's monthly reports will show that the project staff has received or shared services with at least 5 different agencies or groups.

IV. IDENTIFICATION AND DESCRIPTION OF PROGRAM VARIABLES

A number of variables, or factors, affect the outcome of any program. Comprehensive evaluation of a program requires the identification and description of the specific factors that are most likely to influence the outcomes. The program variables described below include the personnel involved in the program, the processes by which program activities were conducted, and the behavioral changes expected of participating children.

A. The Personnel Variables

The personnel involved in the program were the students, staff, evaluator, and the Advisory Council. Following is information about each of these groups.

1. Students

The children served by the Ouachita Parish Early Childhood Program for the Handicapped were handicapped children, ages 3-6, living in Ouachita Parish. The program was planned to serve children who are mentally retarded, emotionally disturbed, learning disabled, orthopedically handicapped, speech impaired, hearing impaired, and/or visually handicapped. During the 1979-80 school year, children were served who were mentally retarded, speech impaired, learning disabled, and orthopedically impaired.

Existing referral sources were utilized in identifying the children. These referral sources included governmental agencies, public and private agencies, civic groups, school personnel, physicians, and parent groups.

To be eligible for participation in the program, the children had to fulfill the following criteria:

Type of Handicap	
Educable Mentally Retarded:	Children with intelligence test scores falling in the range of 50-69.
Emotionally Disturbed	Children exhibiting serious adjustment problems.
Learning Disabled:	Children of normal intelligence that exhibit a disorder in one or more processes of visual discrimination, language development, or motor perceptual activities.
Orthopedically Handicapped:	Children with congenital or acquired defects that prohibit full use of their bodies.
Speech Impaired:	Children with speech and language problems that deviate so far from the speech of others that it attracts attention, interfers with communication, or causes maladjustment.
Visually Handicapped:	Children referred by ophthalmologists, optometrists, health services and parents.
Impaired Hearing:	Children with impaired hearing and deaf children recommended by medical specialists as well as our public health service clinics.
Non-Categorical Early Childhood Handicapped:	Children impaired in functioning to either a mild, moderate, severe, or profound degree as compared to his expected level according to chronological age or developmental stage in one or more of the following areas: physical, social, speech/language, motor, visual, hearing, educational/cognitive.

The final selection of the particpants was the responsibility of the project staff. They considered the recommendations of the competent authority team and required permission of the parents.

A total of 14 children were enrolled in the 1979-80 program. Table 1 presents descriptive characteristics of the children who were involved in the program.

Table 1: DESCRIPTIVE CHARACTERISTICS OF THE CHILDREN SERVED BY THE OUACHITA PARISH EARLY CHILDHOOD PROGRAM FOR THE HANDICAPPED

Handicap	Male		Female		Black		White	
	No.	%	No.	%	No.	%	No.	%
Mentally Retarded	5	63	3	37	3	37	5	63
Speech Impaired	3	75	1	25			4	100
Learning Disabled	1	100					1	100
Orthopedically Impaired	1	100			1	100		
Total	10	71	4	29	4	29	10	71

Data in Table 1 above shows that 71 percent of the students were male and 29 percent were black. The age distribution of the students at the beginning of the school year was as follows:

Age	Number
Three	1
Four	3
Five	6
Six	4

2. Project Staff

The project staff consisted of a project director, teacher, speech therapist, social worker, teacher aide, secretary, bus driver, and bus attendant. The project director, as program administrator, acted as liaison between the parish school administration and the staff and others involved in the program. The teacher and speech therapist worked directly with students, in diagnosis as well as instruction. The social worker's primary responsibility was her work with parents, but she helped also in working directly with children. The aide assisted in supervising children and worked individually with children.

Every member of the staff, including the secretary, bus attendant and bus driver, was directly involved with the children. The characteristics of the staff are presented in Table 2.

Table 2: CHARACTERISTICS OF THE PROJECT STAFF OF THE OUACHITA PARISH EARLY CHILDHOOD PROGRAM FOR THE HANDICAPPED

Name	Position	Race	Sex	Degree	Years of Experience
Wilma Gaines	Project Director	B	F	M Ed	6
Thelma Martin	Social Worker	B	F	M Ed	28
Betty Nelson	Teacher	W	F	BA	7
Janice Maroney	Teacher's Aide	W	F	HS	1½
Karen Wible	Speech Therapist	W	F	BA	0
Susie Price	Secretary	W	F	HS	3½
Carolyn Cornwell	Bus Driver	W	F	GED	4½ mos.
Juanita Escalon	Bus Attendant	W	F	HS	7½ mos.

3. Evaluator

Evaluation of the program was done by Cody Niebergall of Educational Planning and Evaluation Services, located in Magnolia, Arkansas. Mrs. Niebergall, a licensed psychological examiner, has a Master's degree in Guidance and Counseling, and has experience in program evaluation.

4. Advisory Council

A seven member Advisory Council was established at the beginning of the project. The primary purposes of the Advisory Council were to assist the project staff in recruitment of participants and the coordination of efforts with other agencies. The following people served on the Council:

Clem Toston, Ouachita Parish School Board Member
Judy Zimmer, Parent
Gregg Wilbanks, Parent
Dot Kinnison, Stuart Bacon Center
Glenda Capillary, Nurse, Monroe District Handicapped Children
Dr. Bobby Stephenson, Associate Professor of Psychology, Northeast Louisiana University
Anna Bailey, Parent

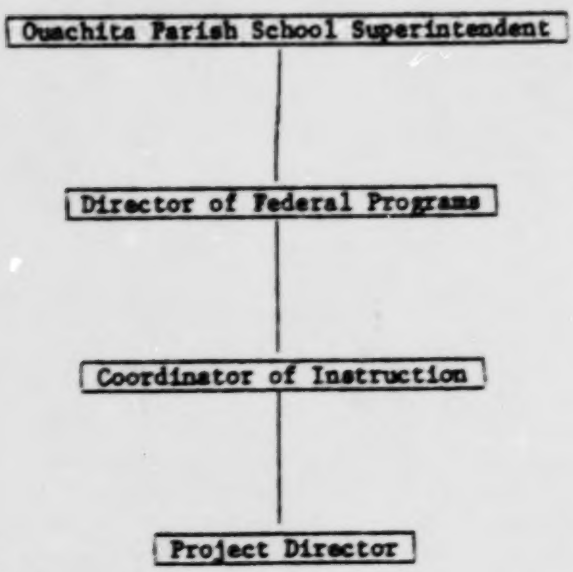
Although the members of this committee agreed to serve as an advisory council, no group meetings were held during the program year. Members were contacted by telephone and in person to discuss program concerns.

B. The Process Variables

The process variables in the program include the organization, program activities, facilities, and costs. A description of each of these variables is given in this section.

1. Organizational Structure

The project was designed to provide school and home services to preschool children with a variety of handicaps. It is one of the many special programs providing services to the parents and children in Ouachita Parish. The following figure depicts the channels of authority in the operation of the program.



2. Program Activities

The major program activities will be described for each of the program components.

a. Instructional Component

Fourteen handicapped children, ages 3-6, were identified, evaluated, and served during 1979-80. Recordkeeping systems and due process procedural safeguards were maintained.

Individualized education programs were developed for each child and instruction given to achieve the goals of each child's plan. A program evaluation plan was developed, the measuring instruments selected, and pretests and posttests were administered to evaluate the progress made by each child.

b. Parent Component

A number of activities were conducted to involve the parents in the education of their children. Parent conferences were held with each parent in which the child's individual program was developed and parents were informed of their rights under Public Law 94-142. Parents were invited to parent and family visitation days, during which they toured the facilities, visited the resource room, and saw various materials and equipment used in the program. They were also invited to attend special holiday activities and graduation exercises.

c. Staff Development Component

The overall goal of this component was to prepare the project staff to more effectively perform their duties. The following training activities were attended by staff members.

Date	Activity	Topics Covered	Attended by
8/31/79	Workshop	Voice Disorders	Speech Therapist
8/24&25/79	Workshop	Language Development	Speech Therapist
9/15/79	Meeting	Special Education (IEPs)	Speech Therapist
9/29/79	Workshop	Auditory Perceptual Skills to the Language Process	Speech Therapist
10/29/79	Inservice	Accountability and Teaching Techniques	Project Staff
10/11&12/79	Conference	Louisiana Association of Children Under Six	Project Staff
10/25/79	Workshop	Speech & Language Development	Speech Therapist
11/2&3/79	Conference	Louisiana Association of Children with Learning Disabilities	Project Staff
1/23/80	Clinic	Voice Clinic	Speech Therapist
1/23-25/80	Workshop	WESTAR Dissemination	Project Director
4/22-25/80	Conference	National CEC Convention	Project Staff

d. Demonstration and Dissemination Component

Activities in this component were primarily awareness activities to inform the people in the community about the program. During the first two years of the project articles were published in local newspapers, a brochure was printed and distributed, and a memorandum was published in several Church bulletins. The program was visited by school personnal and members of other agencies.

3. Facilities

The Early Childhood Program for the Handicapped was conducted at Hamp Faust School, which also houses three classrooms of regular kindergarten students. The building is well-equippped and furnished. The resource room, where instruction is provided for handicapped children, is equipped with a one-way mirror for observation purposes.

4. Program Costs

The funds for operating the project came from federal and local funds. The federal amounts included in 1979-80 budget are shown below in budget category.

Budget for 1979-80

Object Class Categories	Amount
Personnel	$85,797.72
Fringe Benefits	6,838.22
Travel	3,200.00
Equipment	3,000.00
Supplies	4,216.93
Contractual	3,000.00
Construction	1,000.00
Other (Inservice, communication, etc.)	2,500.00
Total	$109,552.67

C. Behavioral Variables

The behaviors of concern in this program include all three domains from Blooms' Taxonomy: the cognitive, the affective, and the psychomotor. The cognitive behaviors involved were:

1. children's improvement of their social skills, language skills, self-help skills, school readiness, and perception;

2. parents' knowledge of handicapping conditions and referral sources, and techniques for helping their children.

3. project staff's ability to create awareness of the program and develop cooperative working relationship with other agencies and their ability to learn techniques for working with handicapped children.

Affective behaviors of concern were decreasing the frequency of disruptive and maladaptive behaviors, and parents' positive responses to the program.

In the psycho-motor domain, motor skills and perceptual-motor skills of students were of concern.

V. PLANNED EVALUATION

The evaluation plan was designed to determine the extent of success of the overall project as well as to measure the progress of individual children. Since various behaviors were of concern, several different types of measuring instruments were selected. An evaluation design summary chart was developed which contained statements of performance objectives, measurement instruments, and data collection procedures. (See Appendix A for a copy of the Evaluation Design Summary charts.) Data collection instruments and data presentation tables were developed as parts of the evaluation plan. Copies of the locally developed instruments are in Appendix B.

VI. EVALUATION FINDINGS

In this section, each objective will be stated, followed by a statement of how the objective was measured, and a summary and analysis of the data collected.

A. Instructional Component

1. Mentally Retarded

Objective 1: The participants in the model program will improve self-help skills as indicated by teacher ratings on the Portage Guide Checklist. It is expected that the mean postratings of the student will be 20% higher than their mean preratings.

The Portage Guide Checklist was administered in September, 1979, as a pretest and in May, 1980, as a posttest.

To measure the extent that the mentally retarded children achieved Objective 1, the pre and posttest ratings on the Self-Help Scale of the test were compared. The students were rated on the number of activities they were able to successfully perform on the pre and posttests. The highest rating possible on the self help subtest was 105.

Table 3 presents a summary of mentally retarded students' pre and posttest ratings and gains achieved.

Table 3: AN ANALYSIS OF THE GAINS MADE BY MR STUDENTS ON THE PORTAGE GUIDE CHECKLIST, SELF-HELP SCALE

Student Initials	Raw Score Prerating	Raw Score Postrating	Difference	Percent Change
N.B.	55	79	24	44
S.D.	80	102	22	28
C.E.	80	101	21	26
E.F.	83	92	9	11
L.M.	13	44	31	239
D.R.	49	94	45	92
E.T.	28	78	50	179
F.W.	74	81	7	10
Total	58	84	26	45

The data in Table 3 above show that all of the eight mentally retarded children gained in self-help skills. Six children improved more than the anticipated 20 percent. Overall, the mean gain was 45 percent above the mean pretest score; thus, Objective 1 was achieved.

Objective 2: The participants in the model program will improve their social skills as indicated by teacher ratings on the Preschool and Kindergarten Performance Profile and the Portage Guide Checklist. It is expected that the mean postratings of the students will be 15 percent higher than their mean preratings.

The pre and postratings on the Social Scales of both the Portage Guide Checklist and the Preschool and Kindergarten Performance Profile were compared to measure this objective. Table 4 gives a summary of the Portage test results. Table 5 summarizes the Preschool and Kindergarten Performance Profile test results.

Table 4: AN ANALYSIS OF THE GAINS MADE BY MR STUDENTS ON THE PORTAGE GUIDE CHECKLIST SOCIAL SCALE

Student Initials	Raw Score Prerating	Raw Score Postrating	Difference	Percent Change
N.B.	59	66	7	12
S D.	63	71	8	13
C.E.	74	81	7	10
E.F.	58	80	22	38
L.M.	44	56	12	27
D.R.	25	78	53	212
E.T.	46	61	15	33
F.W.	66	76	10	15
Total	54	71	17	32

Data in Table 4 show that the eight mentally retarded children in the program improved in social skills, with five out of eight achieving a posttest score at least 15 percent higher than their pretest score. On the whole, the group achieved a 32 percent improvement as measured by the Portage Guide Checklist.

Table 5: AN ANALYSIS OF THE GAINS MADE BY MR STUDENTS ON THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE SOCIAL SCALE

Student Initials	Raw Score Prerating	Raw Score Postrating	Difference	Percent Change
E.T.	20	35	15	75
E.F.	55	70	15	27
C.E.	55	68	13	24
S.D.	39	46	7	18
N.B.	23	42	19	83
L.M.	18	24	6	33
F.W.	41	58	17	41
D.R.	52	59	7	14
Total	38	50	12	32

Table 5 indicates that, when measured by the social scale of the Preschool and Kindergarten Performance Profile, mentally retarded students increased their social skills 32 percent, as a group. Only one child did not attain the desired increase as measured by this test. This objective was achieved.

Objective 3: The participants in the model program will improve their motor skills as indicated by teacher ratings on the Portage Guide Checklist. It is expected that the mean postratings will be 20 percent higher than the preratings.

To determine the improvement rate in motor skills for mentally retarded students in the program the pre and postratings were compared on the motor scale of the Portage Guide Checklist. Table 6 summarizes the test results.

Table 6: AN ANALYSIS OF THE GAINS MADE BY MR STUDENTS ON THE PORTAGE GUIDE CHECKLIST, MOTOR SUBSCALE

Student Initials	Raw Score Prerating	Raw Score Postrating	Difference	Percent Change
N.B.	34	92	58	171
S.D.	87	127	40	46
C.E.	112	133	21	19
E.F.	114	129	15	13
L.M.	65	82	17	26
D R.	88	115	27	31
E.T.	81	96	15	19
F.W.	88	103	15	17
Total	84	110	26	31

Data in Table 6 show that the mean percent of gain in motor skills for the eight mentally retarded students in the program was 31. Four of the students made at least a 20 percent gain in motor skills. This objective was achieved.

Objective 4: The participants in the model program will improve their school-readiness skills as indicated by teacher ratings on the language and cognitive scales of the Portage Guide Checklist. It is expected that the mean postratings will be 20 percent higher than the preratings.

The language and cognitive scales of the Portage Guide Checklist were used to measure this objective. Table 7 summarizes the gains in these school readiness skills made by the eight mentally retarded students in the program.

Table 7: AN ANALYSIS OF THE GAINS MADE BY MR STUDENTS ON THE PORTAGE GUIDE CHECKLIST, LANGUAGE AND COGNITIVE SCALES

Student Initials	Language		Cognitive		Total		Total Difference	Percent Changes
	Pre	Post	Pre	Post	Pre	Post		
N.B.	24	35	29	37	53	72	19	36
S.D.	43	77	70	97	113	174	61	54
C.E.	82	91	66	99	148	190	42	28
E.F.	69	89	67	81	136	170	34	25
L.M.	6	11	19	26	25	37	12	48
D.R.	12	83	59	87	71	170	99	139
E.T.	18	33	29	42	47	75	28	60
F.W.	52	80	43	67	95	147	52	55
Total	38	62	48	67	86	129	43	50

As can be seen in Table 7, all of the MR students improved in language and cognitive skills beyond the anticipated level. The group as a whole made a 50 percent improvement. The objective was achieved.

2. Emotionally Disturbed

Objective 5: The participants in the model program will decrease the frequency of their maladaptive behavior as indicated by teacher ratings. It is expected that the mean postratings of the students will be at least 20 percent less than their preratings.

(No children enrolled in this program were diagnosed emotionally disturbed).

3. Specific Learning Disabled

Objective 6: The participants in the model program will improve their school readiness skills as indicated by teacher ratings on the language and cognitive scales of the Portage Guide Checklist. It is expected that the mean postratings will be 25 percent higher than the preratings.

To measure the achievement of this objective, the one child in the program diagnosed as specifically learning disabled was given the Portage Guide Checklist language and cognitive scales as pre and posttests. Table 8 compares the test results.

Table 8: AN ANALYSIS OF THE GAIN MADE BY THE LEARNING DISABLED STUDENT ON THE LANGUAGE AND COGNITIVE SUBSCALES OF THE PORTAGE GUIDE CHECKLIST

Student Initials	Language		Cognitive		Total		Total Difference	Percent Change
	Pre	Post	Pre	Post	Pre	Post		
S.Z.	72	86	61	77	133	163	30	23

Data in the above table show that the learning disabled child in the program made a 23 percent improvement in school readiness skills which was slightly less than expected. This objective was not achieved.

Objective 7: The participants in the model program will improve their social skills as indicated by teacher ratings on the Preschool and Kindergarten Performance Profile and the Portage Guide Checklist. It is expected that the mean postratings of the students will be 15 percent higher than their mean preratings.

To measure the achievement of Objective 7 pre and posttest data were obtained on the social scales of the Preschool and Kindergarten Performance Profile and the Portage Guide Checklist. Test results are presented in Tables 9 and 10.

Table 9: AN ANALYSIS OF THE GAINS MADE BY THE LEARNING DISABLED STUDENT ON THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE SOCIAL SCALE

Student Initials	Raw Score Prerating	Raw Score Postrating	Difference	Percent Change
S.Z.	47	61	14	30

Table 9 shows that the one LD child in the program improved his social skills 30 percent as measured by the social scale of the Preschool and Kindergarten Performance Profile.

Table 10: ANALYSIS OF THE GAINS MADE BY THE LD STUDENT ON THE PORTAGE GUIDE CHECKLIST, SOCIAL SCALE

Student Initials	Raw Score Prerating	Raw Score Postrating	Difference	Percent Change
S.Z.	74	78	4	5

Data in Table 10 show that the LD student improved his social skills by four points on the Portage Scale. This was a gain of 5 percent.

The objective was achieved using the Preschool and Kindergarten measure of social skills but was not achieved according to the Portage test.

4. Orthopedically Handicapped

Objective 8: The participants in the model program will improve their motor skills as indicated by teacher ratings on the motor scale of the Portage Guide Checklist. It is expected that the mean postratings of the students will be at least 15 percent higher than the preratings.

The motor scale of the Portage Guide Checklist was used to evaluate this objective. Pre and postratings were available on the two orthopedically handicapped students in the program. The results are summarized in Table 11.

Table 11: SUMMARY OF THE GAINS MADE BY TWO ORTHOPEDICALLY HANDICAPPED STUDNETS ON THE PORTAGE GUIDE CHECKLIST, MOTOR SCALE

Student Initials	Prerating	Postrating	Difference	Percent Change
S.Z.	55	71	16	29
D.F.	89	107	18	20
Total	72	89	17	24

Information in Table 11 shows that the two orthopedically handicapped students made a mean 24 percent improvement in motor skills. Each made gains beyond the criterion level set in the objective. The objective was achieved.

Objective 9: The participants in the model program will improve their school-readiness skills as indicated by teacher ratings on the language and cognitive scales of the Portage Guide Checklist. It is expected that the mean postratings will be 20 percent higher than the preratings.

To measure this objective, the Language and Cognitive subscales of the Portage Guide Checklist were used. Table 12 shows the results.

Table 12: AN ANALYSIS OF THE GAINS MADE BY ORTHOPEDICALLY HANDICAPPED STUDENTS ON THE LANGUAGE AND COGNITIVE SUBSCALES OF THE PORTAGE GUIDE CHECKLIST

Student Initials	Language		Cognitive		Total		Total Difference	Percent Change
	Pre	Post	Pre	Post	Pre	Post		
S.Z.	72	86	61	77	133	163	30	23
D.F.	61	83	47	86	108	169	61	56
Total	67	85	54	82	121	166	45	37

The above information indicates that the two orthopedically handicapped students made a mean gain of 37 percent in school readiness skills. The objective was achieved by each student.

5. Hearing Impaired

Objective 10: The participants in the model program will improve their school-readiness skills as indicated by teacher ratings on the language and cognitive scales of the Portage Guide Checklist. It is expected that the mean postratings will be 15 percent higher than the preratings.

Objective 11: The participants in the model program will improve their social skills as indicated by teacher ratings on the Preschool and Kindergarten Performance Profile. It is expected that the mean postratings of the students will be 15 percent higher than their mean preratings.

(No hearing impaired children were involved in the program.)

6. Visually Handicapped

Objective 12: The participants in the program will demonstrate a significant increase in independent orientation and mobility.

Objective 13: The participants in the program will improve their social skills.

(No visually handicapped children were involved in the program.)

7. Speech Handicapped

Objective 14: The participants in the program will increase their language development as indicated by the Peabody Picture Vocabulary Test and the Picture Articulation Test. It is expected that the mean posttest scores of the students will be at least 15 percent higher than their mean pretest scores.

To measure the extent that this objective was achieved, children who were speech impaired and/or language delayed were pre and posttested using the Peabody Picture Vocabulary Test and the Picture Articulation Test. Comparisons of test results are shown in Table 13 and 14.

Table 13: SUMMARY OF THE GAINS MADE BY SPEECH HANDICAPPED STUDENTS ON THE PEABODY PICTURE VOCABULARY TEST

Student Initials	Raw Score Prerating	Raw Score Postrating	Difference	Percent Change
K.C.	20	50	30	150
T.R.	43	55	18	42
R.J.	40	50	10	25
S.R.	51	47	-3	-6
Total	39	51	12	31

Table 13 shows that four students were tested on the Peabody Picture Vocabulary Test. They made a mean gain of 12 raw score points from pre to posttests. This was a mean gain of 31 percent. All but one child achieved the level of gain expected on this test.

Table 14 shows the comparison of pre and posttest results on the speech handicapped students on the Picture Articulation Test. Since the score reported is the number of errors made, improvement is indicated by a smaller posttest than pretest score.

Table 14: A COMPARISON OF PRE AND POSTTEST ERROR SCORES ON THE PICTURE ARTICULATION TEST MADE BY SPEECH HANDICAPPED STUDENTS

Student Initials	Number of Errors		Difference	Percent of Difference
	Pretest	Posttest		
K.C.	22	15	7	32
T.R.	19	13	6	32
R.J.	15	6	9	60
S.R.	11	9	2	18
Total	17	11	6	35

Information in the above table shows that the four students improved their mean number of articulation errors by 6 which is a 35 percent improvement. This objective was achieved.

B. Parent-Family Component

Objective 1: The parents of children in the model program will demonstrate knowledge about the handicapping conditions of their child as indicated by their responses on a feedback questionnaire. It is expected that the majority of the parent responses will be consistent with diagnostic and evaluation information.

To measure this objective, a questionnaire was developed and administered to parents, asking them what their child's problem was. (See appendix for copy of the questionnaire.) The results from the questionnaire were compared to the diagnosis of the multi disciplinary evaluation team and the project staff's judgment. Table 15 below summarizes the comparisons of children's handicapping condition and their parents' knowledge of their condition.

Table 15: THE NUMBER AND PERCENT OF PARENTS' STATEMENTS CONSISTENT WITH DIAGNOSTIC AND EVALUATION INFORMATION

Consistent		Not Consistent	
Number	Percent	Number	Percent
14	100	0	0

Responses were received from the 14 parents who have children in the program. The data shown in Table 15 indicate that this objective was achieved. One hundred percent of these parents' responses indicate correct understanding of their children's problems.

Objective 2: The parents of children in the model program will demonstrate ability to apply special education techniques for assisting their children at home. It is expected that 70 percent of the parents will receive a satisfactory rating on a demonstration rating scale.

During this school year the social worker made visits to the home of each student at least monthly at which time she instructed the parent in ways to teach their child specific tasks. After the learning task had been taught to the parent, the social worker observed the parent as she worked with the child. Three times during the year the social worker rated the parent on her performance in teaching the child the learning activity. Parent ratings were: Very Good; Good; Average; and Poor. Table 16 shows the results of the three parent performance ratings and the mean overall ratings for the year.

Table 16: A SUMMARY OF THE TEACHERS' JUDGMENT OF PARENTS' ABILITY TO DEMONSTRATE LEARNING ACTIVITIES

Month Rated	Number of Parents Rated	Rating							
		Very Good		Good		Average		Poor	
		No.	%	No.	%	No.	%	No.	%
October	10	3	30	3	30	4	40		
December	12	2	17	8	67	2	17		
February	13	5	39	3	23	5	32		
Total	35	10	29	14	40	11	31		

Information in the above table indicates that the social worker made 35 parent ratings during the year. Of this number, 69 percent were rated either "good" or "very good" in their ability to teach their children specific tasks. This does not quite achieve the level of achievement expected.

Objective 3: The parents of children in the model program will display knowledge of referral sources that can provide services to their children. It is expected that on a feedback questionnaire, all parents will name one or more referral resources.

Project records show that in addition to parent contacts made by the social worker during home visits, many contacts were made by other staff members throughout the year by telephone or in person. One of the services provided to parents by the staff was to tell them of referral sources available to help their children.

To assess the extent that parents become aware of available referral services, they were asked at the end of the year to list on a specially-prepared sheet all the agencies that provided services for handicapped children and the services they provide.

Parents of 14 students returned completed response sheets. All listed one or more referral agencies. Following is additional information from the tabulation of responses.

Number of different agencies mentioned	22
Greatest number listed by a parent	7
Smallest number listed by a parent	2
Average number listed	5

Since all parents listed at least one referral source, this objective was achieved.

Objective 4: The parents of children in the model program will respond positively to the model preschool handicapped program activities. It is expected that:

a. 90 percent of the parents will attend or participate in at least one activity for parents,

b. at least 70 percent of the total responses on a feedback questionnaire will be in positive categories.

Rosters of attendance were made for all parent activities to measure part (a) of this objective. Table 17 below presents a summary of the parents' participation in the various activities.

Table 17: A SUMMARY OF PARENT PARTICIPATION ACTIVITIES

Student Number	Type of Activity					
	Special Meetings	Parent-Family Visitation Day	Training Session 1	Training Session 2	Training Session 3	IEP Conferences
1			X	X	X	X
2	X		X	X	X	X
3	X		X	X	X	X
4	X			X	X	X
5	X		X	X	X	X
6	X		X	X	X	X
7	X		X	X	X	X
8	X	X	X	X	X	
9	X	X	X	X	X	X
10	X		X	X	X	X
11	X		X	X	X	X
12				X	X	
13	X				X	
14	X					

The data in Table 17 indicates that parents of all children were involved in from one to six activities throughout the school year. With this level of involvement, part (a) of the objective was achieved.

To measure part (b) of this objective, a seven-item questionnaire was completed by fourteen parents. In response to each statement, the parents selected and marked one of the following: "All of the time", "Most of the time"; "Some of the time"; "None of the time". Table 18 below presents the number and percent of the parents' responses to each statement falling in the various categories.

Table 18: A SUMMARY OF THE RESPONSES ON THE PARENT QUESTIONNAIRE

Item	All		Most		Some		None	
	No.	%	No.	%	No.	%	No.	%
1. The program has been helpful to my child.	14	100						
2. There is someone in the program I feel free to talk to.	13	93			1	7		
3. The program people help me to understand my child.	10	71	4	28				
4. The program people care how my child feels.	14	100						
5. The visits to my home by the program people are helpful.	13	93	1	7				
6. The program people show respect for my child.	14	100						
7. The people in the program respect me.	14	100						
Totals	92	94	5	5	1	1		

"All of the time" and "Most of the time" were considered positive responses to each of the statments. The data given in Table 18 above show that 94 percent of the total responses were in the "All" category and 5 percent in the "Most" category. Thus, 99 percent of the responses were positive. This part of the objective was also achieved.

C. Staff Development Component

Objective 1: Through staff development activities, project personnel will be trained in techniques for working with preschool handicapped children. It is expected that 80 percent of the training objectives will be achieved.

During 1979-80, the project staff attended various training workshops or conferences. The monthly reports submitted by the project director indicate that staff members were involved in 11 training activities. There was no evaluation data collected to determine the extent that this objective was achieved as stated.

D. Demonstration and Dissemination Component

Objective 1: The project staff will demonstrate ability to create an awareness of the Model Preschool Program for the handicapped, as indicated by the number of visitors to the program. It is expected that 25 requests for information will be received and 25 school personnel will make visits to the project site.

It was anticipated that the response to the dissemination activities conducted by the project staff would result in requests for further information about the project and visitations to see the program in operation.

During the year the project staff maintained a record of requests for information and a roster of visitors to the program.

Table 19 gives data on requests for information received during the current school year.

Table 19: REQUESTS FOR INFORMATION ABOUT THE HANDICAPPED CHILDREN'S EARLY EDUCATION PROJECT

Agency or Person Requesting	Location
University of Missouri	Columbia, Missouri
Lincoln Public Schools	Lincoln, Nebraska
Mrs. David Lamb, parent	Monroe, La.
Kayla Humphrey, high school student	West Monroe, La.
WESTAR, Technical Assistance (2 requests)	Seattle, Wash.
University of Illinois (2 requests)	Champaign, Ill.
University of Kansas, Early Childhood Institute	Lawrence, Kan.
Eastern Washington University	Cheney, Wash.
Mrs. Roberts, parent	Monroe, La.
HCEEP, Project Kids	Dallas, Tex.
University of California	Los Angeles, Calif.
Mrs. Caballero	Monroe, La.
Children's Protective Agency	Monroe, La.

Information in the above table indicates that 15 requests for information were received. This is fewer requests than anticipated; thus, part (a) of the objective was not achieved.

Objective 2: Throughout the year, the project staff will maintain cooperative working arrangements with various local and regional agencies. It is expected that the Project Director's monthly reports will show that the project staff has received or shared services with at least 5 different agencies or groups.

The project director's monthly reports indicate that the following groups or agencies cooperated with the staff in carrying out the activities of the program:

Name of Agency or Group	Type of Agency
Ouachita Parish Mental Health Center	Social Services
Ouachita Parish Public Health Center	Social Services
Northeast Louisiana University	University
Ouachita Parish School District	Public School
Childrens Protective Agency	Social Services
Conway Hospital	Medical

The above list shows that cooperative working arrangements were maintained with six different groups or agencies within the local or regional area. This exceeds the criterion level set in the objective. Objective 2 was achieved.

E. Process Evaluation

To assess the effectiveness of the project staff in conducting the program activities, a schedule of events was organized to show the activities to be accomplished throughout the year and the projected dates for accomplishment. The tables which follow show the planned activities and dates and the actual dates and/or results.

1. Instructional Component

Activity	Planned Results and/or Date	Actual Results and/or Date
1. New participants will be screened and identified.	Aug. 1979	Jan. 1980 (no new children identified until Jan.)
2. New participants will be evaluated by the Ouachita Parish Diagnostic Team.	Sept. 1979	Feb. 1980 (Evaluation of new children)
3. New participants will be given a pretest according to his/her handicap as diagnosed by the Evaluation Team.	Sept. 1979	Sept. 1979-Feb. 1980
4. Individualized Education Plans (IEP) will be developed for each new child.	Oct. 1979	Oct., Nov. 1979-Feb. 1980
5. IEPs for all children will be reviewed and updated.	Oct., Nov. 1979; Jan., Feb., Apr. 1980	As scheduled
6. Instructional activities will be carried out as prescribed in each child's IEP.	Throughout the year	Same
7. Each child's progress will be checked.	Oct., Nov. 1979; Jan., Feb., Apr. 1980	As scheduled
8. Each child will be given a post-test to measure progress for the year.	May 1980	May 1980

2. Parent-Family Component

Table 22: SUMMARY OF PARENT-FAMILY ACTIVITIES

Activity	Planned Results and/or Date	Actual Results and/or Date
1. Orientation sessions will be held for new parents.	Sept. 1979	Sept. 1979
2. Parents will volunteer to do teacher aide work in the classroom.	Throughout the year	No parent volunteers
3. Parent-Family Visitation Days will be scheduled.	Oct. & Dec. 1979	Oct. & Dec. 1979
4. Training sessions will be held in order that parents may help their children at home.	Oct., Dec. 1979; Feb. Apr. 1980	Oct. Dec. 1979 Feb. 1980
5. IEP conferences will be scheduled in order that parents may be involved in planning instructional activities for their child.	Oct. 1979	Oct. 1979
6. At the end of the school year, parents will participate in a program evaluation session.	May 1980	May 1980

3. Staff Development Component

Table 23: SUMMARY OF STAFF DEVELOPMENT ACTIVITIES

Activity	Planned Results and/or Date	Actual Results and/or Date
1. A meeting will be held with the staff to review the evaluation report of the 1978-79 project.	Aug. 1979	Aug. 1979
2. Inservice training sessions will be attended by project staff as determined by needs assessment.	Throughout the year	Aug., Sept., Oct., 1979 Jan., Apr. 1980
3. The project staff will visit other project sites to gather information as needed to further implement the project and make it a success.	Throughout the year	None visited
4. The project staff will attend the Louisiana Association on Children Under Six (LACUS) Conference and other meetings and conventions that will aid the staff in various instructional activities for the students and also help parents in working with their children.	Throughout the year	Oct., Nov. 1979 Apr. 1980

4. Dissemination and Demonstration Component

Table 24: SUMMARY OF DISSEMINATION AND DEMONSTRATION ACTIVITIES

Activity	Planned Results and/or Date	Actual Results and/or Date
1. Memoranda will be placed in church bulletins.	Sept. 1979	None placed
2. Articles will be published in the local newspaper.	Oct. 1979 & Apr. 1980	None published
3. Awareness materials such as brochures will be distributed to persons requesting information.	Throughout the year	Throughout the year
4. School personnel will visit the project and disseminate information throughout the parish.	Throughout the year	Throughout the year
5. Presentations will be made to various organizations.	Throughout the year	None presented

VII. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary of Findings

1. The project staff located and enrolled in the program 14 preschool handicapped children between the ages of three and six years residing in Ouachita Parish. Their handicapping conditions included mentally retarded, orthopedically handicapped, speech impaired, and learning disabled.

2. There were no hearing impaired, visually handicapped, or emotionally disturbed students in the program.

3. An Advisory Council was named but did not meet as a group during the operational year.

4. Mentally retarded students showed greater than anticipated improvement in self-help, social, motor, language, and cognitive skills.

5. The learning disabled child in the program showed greater than expected growth in social skills and slightly less than expected growth in school readiness skills.

6. The orthopedically handicapped children increased school readiness and motor skills beyond the expected level.

7. Speech handicapped students improved their language development and articulation skills beyond the level expected.

8. All of the parents were realistic and accurate in describing the handicapping condition of their child and were able to learn ways to effectively help in their child's education at home.

9. The parents were knowledgeable of referral sources that could provide services to their children.

10. The rate of parent involvement met the stated objective. For the most part, parents showed positive regard for the program through attendance at the IEP Conferences and social events at school, through their cooperation in learning to work with their children at home and by their responses on a feedback questionnaire. Parents did not volunteer help at school.

11. Dissemination and demonstration activities were carried out but were fewer in number and type than anticipated.

12. Cooperative working arrangements were maintained with six different local and regional agencies in carrying out program activities.

13. Staff members participated in 11 training activities pertaining to preschool handicapped children, instructional programs for the handicapped, and specific techniques for working with such children. Evaluation data were not obtained to measure the effectiveness of the training.

14. Monthly reports submitted by the project director indicated that a problem with transportation was a recurring one.

B. Conclusions

1. The project staff was successful in achieving virtually all the instructional objectives of theprogram in every handicapping area.

2. While the desired number of children participated in the program, there were several exceptionality areas with no participants. Also the number participating would need to be increased to maintain the program with the present number of professional staff after federal funding ceases.

3. The project staff participated in a wide variety of training activities. There is a need to obtain evaluation reports on all training sessions.

4. The project staff have done a good job in developing cooperative relationships with community agencies and groups that provide services to handicapped children.

5. Parent involvement in the program was good and should be continued and expanded to meet all the requirements of PL 94-142 and Act 754.

6. There was little participation by the advisory council, and such participation needs to increase.

7. The project has initiated some dissemination activities. These should be continued and expanded.

C. Recommendations

1. The evaluation data indicates that project activities have been very successful and the project should be continued in the parish public school system.

2. Child search activities should be increased to obtain additional children and to find children in those exceptionality areas not presently involved in the program. A goal should be to locate and enroll enough students to maintain the program with state and local funds.

3. The instructional activities conducted for handicapped children have been effective and should be continued.

4. Staff training activities should be continued with evaluation data being collected in all training.

5. It is recommended that the school district's special education Advisory Council be oriented and involved in the program to follow the guidelines established in Act 754.

Appendix A

Evaluation Design Summary Charts

EVALUATION DESIGN SUMMARY CHART

Child Component: Mentally Retarded

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The participants in the model program will improve self-help skills as indicated by teacher ratings on the Portage Guide Checklist test. It is expected that the mean postratings of the student will be 20% higher than their mean preratings.	Portage Guide Checklist	Already Available	Preratings will provide baseline data on various self-help skills	Students	Preratings Oct. 1979 Postratings May, 1980	Classroom Teacher
2. Theparticipants in the model program will improve their social skills as indicated by teacher ratings on the Pre-school and Kindergarten Performance Profile and Portage Guide Checklist. It is expected that the mean postratings of the students will be 15% higher than their mean preratings.	Preschool and Kindergarten Performance Profile and Portage Guide Checklist	Already Available	Preratings will provide baseline data on various social skills	Students	Preratings Oct. 1979 Postratings May, 1980	Classroom Teacher
3. The participants in the model program will improve their motor skills as indicated by teacher ratings on the Portage Guide Checklist. It is expected that the mean postratings will be 20% higher than the preratings.	Portage Guide Checklist	Already Available	Preratings will provide baseline data on various motor-perceptual skills	Students	Preratings Oct. 1979 Postratings May, 1980	Classroom Teacher

EVALUATION DESIGN SUMMARY CHART

Child Component: Mentally Retarded

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
4. The participants in the model program will improve their school-readiness skills as indicated by teacher ratings on the language and cognitive scales of the Portage Guide Checklist. It is expected that the mean postratings will be 20% higher than the preratings.	Portage Guide Checklist	Already Available	Preratings on language and cognitive scales	Mentally retarded students	Preratings Oct. 1979 Postratings May, 1980	Classroom Teacher

EVALUATION DESIGN SUMMARY CHART

Child Component: Emotionally Disturbed

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
5. Participants in the model program will decrease the frequency of their maladaptive and disruptive behavior as indicated by teacher ratings on a Maladaptive Behavior Rating Scale. It is expected that the mean postratings will be at least 20 percent lower than the mean preratings.	Maladaptive behavior rating scale	Already Available	Preratings will provide baseline data on frequency of maladaptive behavior	Students	Preratings Oct. 1979 Postratings May, 1980	Classroom Teacher

Child Component: Specific Learning Disabled

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
6. The participants in the model program will improve their school readiness skills as indicated by teacher ratings on the language and cognitive scales of the Portage Guide Checklist. It is expected that the mean postratings will be 25 percent higher than the preratings.	Portage Guide Checklist	Already Available	Preratings on the language and cognitive scales	Specific Learning Disabled Students	Preratings Oct. 1979 Postratings May, 1980	Classroom Teacher
7. The participants in the model program will improve their social skills as indicated by teacher ratings on the Pre-school and Kindergarten Performance Profile and the Portage Guide Checklist. It is expected that the mean postratings of the students will be 15% higher than their mean preratings.	Preschool and Kindergarten Performance Profile and Portage Guide Checklist	Already Available	Preratings on the social scale	Specific Learning Disabled Students	Preratings Oct. 1979 Postratings May, 1980	Classroom Teacher

EVALUATION DESIGN SUMMARY CHART

Child Component: Orthopedically Handicapped

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
8. The participants in the model program will improve their motor skills as indicated by teacher ratings on the motor scale of the Portage Guide Checklist. It is expected that the mean postratings of the students will be at least 15 percent higher than the preratings.	Portage Guide Checklist	Already Available	Preratings will provide baseline data on various motor skills	Students	Preratings Oct. 1979 Postratings May, 1980	Classroom Teacher
9. The participants in the model program will improve their school-readiness skills as indicated by teacher ratings on the language and cognitive scales of the Portage Guide Checklist. It is expected that the mean postratings will be 20 percent higher than the preratings.	Portage Guide Checklist	Already Available	Preratings on the language and cognitve scales	Students	Preratings Oct. 1979 Postratings May, 1980	Classroom Teacher

EVALUATION DESIGN SUMMARY CHART

Child Component: Hearing Impaired

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
10. The participants in the model program will improve their school-readiness skills as indicated by teacher ratings on the language and cognitive scales of the Portage Guide Checklist. It is expected that the mean postratings will be 15 percent higher than the preratings.	Portage Guide Checklist	Already Available	Preratings on language and cognitive scales	Hearing impaired students	Preratings Oct. 1979 Postratings May, 1980	Classroom Teacher
11. The participants in the model program will improve their social skills as indicated by teacher ratings on the Preschool and Kindergarten Performance Profile and Portage Guide Checklist. It is expected that the mean postratings of the students will be 15% higher than their mean preratings.	Preschool and Kindergarten Performance Profile and Portage Guide Checklist	Already Available	Preratings on social skills scale	Hearing impaired students	Preratings Oct. 1979 Postratings May, 1980	Classroom Teacher

EVALUATION DESIGN SUMMARY CHART

Child Component: Visually Handicapped

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
12. The participants in the program will demonstrate a significant increase in independent orientation and mobility.	Locally constructed visual efficiency scale	Already Available	Pretest	Students	Preratings Oct. 1979 Postratings May, 1980	Classroom Teacher
13. The participants in the program will improve their social skills.	Preschool and Kindergarten Performance Interpersonal Relations Scale	Already Available	Pretest	Students	Preratings Oct. 1979 Postratings May, 1980	Classroom Teacher

EVALUATION DESIGN SUMMARY CHART

Child Component: Speech Handicapped

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
14. The participants in the program will increase their language development as indicated by the Peabody Picture Vocabulary Test and the Picture Articulation Test. It is expected that the mean posttest scores of the students will be at least 15 percent higher than their mean pretest scores.	Peabody Picture Vocabulary Test and the Picture Articulation Test	Already Available	Raw score and error score	Speech handi-capped students	Pretest Sept. 1979 Posttest May, 1980	Speech Therapist

EVALUATION DESIGN SUMMARY CHART

Parent-Family Component

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The parents of children in the model program will demonstrate knowledge about the handicapping conditions of their child as indicated by their responses on a feedback questionnaire. It is expected that the majority of the parent responses will be consistent with diagnostic and evaluation information.	Feedback Questionnaire	Already Available	Information concerning various handicapping conditions, level of strengths and limitations	Parents of students involved in the program	May 1980	Project Director
The parents of children in model program will demonstrate ability to apply special education techniques for assisting their children at home. It is expected that 70 percent of the parents will receive a satisfactory rating on a demonstration rating scale.	Rating Scale	Already Available	Information about the degree that parents are able to use techniques	Parents of students involved in the program	May 1980	Project Director
3. The parents of children in the model program will display knowledge of referral sources that can provide services to their children. It is expected that on a feedback quesionnaire all parents will name one or more referral resources.	Rating Scale	Already Available	Various types of referral resources	Parents of students involved in the program	May 1980	Project Director

Parent-Family Component

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
4. The parents of children in the model program will respond positively to the model preschool handicapped program activities. It is expected that: a. 90 percent of the parents will attend or participate in at least one activity for parents, b. at least 70 percent of the total responses on a feedback questionnaire will be in positive categories	Attendance Record and Attitude Questionnaire	Already available	Record of attendance or participation in activities and attitude of parents	Parents of students involved in the program	May 1980	Project Director

Staff Development Component

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. Through staff development activities, project personnel will be trained in techniques for working with preschool handicapped children. It is expected that 80% of the training objectives will be achieved.	Feedback Questionnaire	To be prepared before each session	Correct responses of workshop participants	Project staff	At the conclusion of training activities	Training Consultant

EVALUATION DESIGN SUMMARY CHART

Demonstration and Dissemination Component

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The project staff will demonstrate ability to create an awareness of the Model Preschool Program for the handicapped, as indicated by the number of visitors to the program. It is expected that 25 requests for information will be received and 25 school personnel will make visits to the project site.	Record of requests for information and record of visitors	Already Available	Who requested information Date of request Means of communication Names of visitors Date of visits Name of school visitors are from	N/A	Throughout the year	Project Director
2. Throughout the year, the project staff will maintain cooperative working arrangements with various local and regional agencies. It is expected that the Project Director's monthly reports will show that the project staff has received or shared services with at least 5 different agencies or groups.	Monthly Reports	Already Available	Names of agencies with whom the project has shared services	N/A	Throughout the year	Project Director

Appendix B

Locally Developed Measuring Instruments

Data Collection Instrument for Objective Number 1
Parent-Family Component

Directions: To help your boy or girl, we would like to know what you think are his or her problems. Please write the problems that you think he or she has and tell us which is the biggest problem.

Name of your child_____

I believe my child has the following problems_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Data Collection Instrument for
Objective No. 2
Parent-Family Component

Name of Student _____

Date _____

Name of Parent _____

Learning Activity for Parent _____

_____

_____

_____

_____

_____

TEACHER JUDGMENT OF PARENTS' ABILITY TO PERFORM ACTIVITY:

The parent demonstrated back to me the learning activity. My rating is as follows:

Very Good_____ Good_____ Average_____ Poor_____

Measurement Instrument for Objective No. 4 b
Parent-Family Component

Parent Questionnaire

Directions: The people working in the Early Childhood Program for the Handicapped are interested in knowing how you feel about the project. Please circle a letter for each statement.

1. The program has been helpful to my child.

   a. All of the time
   b. Most of the time
   c. Some of the time
   d. None of the time

2. There is someone in the program I feel free to talk to.

   a. All of the time
   b. Most of the time
   c. Some of the time
   d. None of the time

3. The program people help me to understand my child.

   a. All of the time
   b. Most of the time
   c. Some of the time
   d. None of the time

4. The program people care how my child feels.

   a. All of the time
   b. Most of the time
   c. Some of the time
   d. None of the time

5. The visits to my home by the program people are helpful.

   a. All of the time
   b. Most of the time
   c. Some of the time
   d. None of the time

6. The program people show respect for my child.

   a. All of the time
   b. Most of the time
   c. Some of the time
   d. None of the time

7. The people in the program respect me.

a. All of the time
b. Most of the time
c. Some of the time
d. None of the time

Instructions: For each type of behavior listed below indicate how it applies to this student by making a check mark under the appropriate column (i.e., not at all, just a little, quite a bit, very much). Please make only one check for each behavior.

Name of Student _____

Date of Prerating _____ Date of Post Rating _____

Type of Behavior	Not at All 4	Just a Little 3	Quite a bit 2	Most of the Time 1
1. Doesn't go along gracefully with the decisions of the teacher or the group.				
2. Is quarrelsome; fights often; gets mad easily.				
3. Is a bully; picks on others.				
4. Is resentful, defiant, rude, sullen, or apt to "sass" adults.				
5. Disrupts the class and is difficult to manage.				
6. Is regarded by other children as a pest. Rubs others the wrong way. Is excluded by others whenever they get the chance.				
7. Steals.				
8. Lies.				
9. Destructive of property.				
10. Is jealous or over competitive.				
11. Exhibits nervous mannerisms such as nail biting, stuttering, extreme restlessness, thumb sucking, muscle twitching, hair twisting, picking and scratching, deep and frequent sighing.				
12. Is absent from school frequently or dislikes school intensely.				
13. Is not noticed by other children. Is neither actively liked nor disliked-just left out.				

(Continued)

Type of Behavior	Not at All 4	Just a Little 3	Quite a bit 2	Most of the Time 1
14. Is one or more of the following: shy, timid, fearful, anxious, excessively quite, tense.				
15. Daydreams.				
16. Does not stand up for himself or his ideas.				
17. Is "too good" for his own good.				
18. Finds it difficult to be in group activities or to be relaxed when with others.				
19. Is easily upset; feelings are readily hurt; is easily discouraged.				
20. Is inattentive and indifferent, or apparently lazy.				
21. Seems to be more unhappy than most of the children.				
22. Achieves much less in school than his ability indicates he should.				
23. Needs an unusual amount of prodding to get work completed.				
24. Fails tasks with no apparent reason.				

Note

A. Instrument was adapted from: Identify Children Who Need Help
By Jack Kough and Robert F. DeHaan
SRA - Teacher's Guidance Handbook, 1955

B. Disruptive Items are numbers 1-12.
Maladjusted Items are numbers 13-24.

Project Director - Monthly Report

Month_____ Date Completed_____

I. CHANGES IN THE PROGRAM

1. Were there any changes in project staff this month?

   Yes____ No ____

2. If "yes", give the following information:

Name	Position	Reason for Change

3. Were any children added to or dropped from the program this month?

   Yes____ No____

4. If "yes", give the following information:

Name	Date	Primary Handicap

5. Were any changes made in the instructional program this month?

   If "yes", explain.

_____

_____

_____

_____

_____

II. PROBLEMS ENCOUNTERED

Describe any problems encountered this month and explain the outcome.

_____

_____

_____

III. SERVICES PROVIDED BY OUACHITA PARISH SCHOOLS

Indicate the services provided during this month by Ouachita Parish Schools:

_____

_____

_____

IV. SERVICES PROVIDED BY OTHER AGENCIES

Indicate services provided during this month by the following agencies:

	SERVICES
1. Ouachita Parish Mental Health Center	_____
	_____
	_____
2. Ouachita Parish Public Health Center	_____
	_____
	_____
3. Day Care Centers	_____
	_____
	_____
4. Northeast La. University	_____
	_____
	_____
5. Others:	_____
	_____
	_____

V. TRAINING ACTIVITIES AND MEETINGS

1. List the training activities attended or conducted this month by the project staff.

Name	Training Activity	Date	Attended or Conducted?

2. List the other meetings attended or held this month with consultants, advisory council, or others. (Attach minutes of meetings)

VI. CONTACTS AND DISSEMINATION ACTIVITIES

List the dates and purpose of all contacts made this month. (A contact report should be on file for each contact.)

Date	Staff Member	Name of Person Contacted and Purpose

VII. CONTACTS WITH PARENTS

Date	Staff Member	Parent and Purpose of Contact

VIII. PROGRESS OF STUDENTS

Give information about participants having outstanding successes or difficulties this month.

Name of Student	Describe Student's Success or Difficulty

IX. Check the Evaluation File. Is the collection of evaluation data on scheduled? If "no", explain.